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GEOLOGY AS A BRANCH OF EDUCATION.

THERE are two theories of education afloat. According to the first, the grand object is to expand and invigorate the mind; according to the second, it is to fill it with facts. It seems to us, that either method, to the exclusion of the other, is defective. To restrict education to the bare discipline of the faculties, is like talking about progress, evading the simple question, "Progress of what and to what?" The soul of progress is in that which is made to progress; the essence of education is in that by which and for which education is given. On the other hand, to crowd the memory with matter-of-fact knowledge, only enables the student to exhibit a specious precocity. He may be a walking encyclopædia; but he is not a *power*. He is like a brainless millionaire. "The highest end of education," says Sir William Hamilton, "is not to dictate truths, but to stimulate exertion; since the mind is not invigorated, developed, in a word, *educated*, by the mere possession of truths, but by the energy determined in their quest and contemplation." The two methods were separately carried out, as far as they could be, in Greek and Roman culture. Development was the prominent idea among the Greeks; among the Romans, instruction. The two were combined in the first University proper, — the Museum of Alexandria.

We have all noticed the insatiable curiosity of early life, and also the exquisite pleasure experienced upon the clear comprehension of some unchangeable truth. From the existence of these principles, we conclude that the Creator designs that *both* should be appealed to in order to *educe* or enlarge the mind. The proper study of mankind is not man alone, nor nature; but the two. He who attempts to spin out of his own mind both the warp and woof of knowledge, will lose all his mind. Shut up the keenest metaphysician in a cell perfectly spherical, and he would die of insanity. Thought can find no place to begin; give him a corner, and you give him relief. The circle of the physical sciences, (of which geology is the alpha and the omega,) is the threshold over which we pass to the ideal philosophies. We do not inquire for causes till we have seen something caused. It is only by a rebound from the outer world that the mind turns inward to itself. Hence the word *meta-physics*.

Without underrating in the least the value of mental and moral science, we propose to speak of the science at the head of this article as an instrument of education. We believe it has a fitness in this respect not possessed by any other single science. Astronomy may have a more majestic sweep; but geology dives deeper, and brings up the key to God's elder revelation. It is a great feat to measure a planet; but to tell its genesis and genealogy is a greater. Geology, in its highest sense, is not so much one science, as the application of all the natural sciences to the examination and description of the creation and structure of the earth. It is not a geographical mineralogy; for paleontology is its most interesting feature. It does not consist in the mere collection of fossils for show, or for the privilege of baptizing them with classic names. Geology has a far higher mission than to label phenomena. It is no more "a heap of facts," than literature is a heap of words; it is an intelligible sentence.

Nor does its importance rest upon its practicality. It does indeed unlock the treasures of the mineral kingdom. It is the farmer's and miner's and builder's best friend. It has as much to do with dollars and dimes, as the calculations of the banker. Never was anything more clearly made out than the intimate relation between the lowest province of political economy and the

loftiest reach of scientific investigation. The commercial greatness of Great Britain is closely connected with the geology of Newcastle. And there is a growing demand, the wide world over, for the application of science as a power-wheel to the arts of life. Still, the relation of the works of God to commercial and domestic economy is not the end of geology. It has immeasurably higher claims upon our attention. Running back of all human history, it gives us a panoramic view of the long and stately march of creation. With reverence be it spoken, it analyzes the Creator's thoughts. It lifts the veil which, till a hundred years ago, rested on the gigantic ruins of a pre-adamite world. It reveals another system above nature ; it proves the existence of a God supernatural. It lays open her stone registers, and points us to the very times and places where the hand of God was inserted into the world to people it with living creatures. "In the whole range of science," says Prof. Hitchcock, "we cannot find such fuel to kindle the flame of devotion as a live coal from the altar of geology." Earth becomes a highway for our thoughts to travel heavenward. We hear the rush of that boundless ocean whence we come and whither we go. How effectual and sublime the education of such a science, when the very stones are gifted with a power of exhaustless meaning, and call into action our highest and holiest energies ! Not only does geology yield directly a harvest of wonderful truth ; it also disciplines the mind in a new and living way. The immensity of the field of contemplation, and the meeting face to face the grand conceptions of God, enlarge as well as enlighten it. The soul becomes a hive, swarming with thoughts and feelings which go nimbly out and return with golden thighs to the growing comb. He who will follow out the *logos* of the earth in all its bearings, will reach the full strength and stature of an intellectual man. Who has not felt that the humblest flower asked him questions he could not answer ? A host of questions of still grander import flock around us as we turn over the rocky leaves of the Book of Nature, and put our fingers in the very print of that Hand that laid the foundations of the earth ! Nor does the stream of knowledge stop here : it swells till it spreads itself into heaven. Like the rill which by and by becomes a brook, then a river, a gulf, an ocean ; — so every attainment promises more. There are sciences,

as there are stars, so exalted that their light has not yet reached our planet.

The only possible apology for the man who derides geology as a study, is that he has never taken the first lesson. We repel the charge that it is a visionary pursuit. Like every other truth,—like the sun itself,—it did rise amid the mists of the morning; but now it shines unclouded from the zenith. “Geology,” says Hugh Miller, “no longer journeys amid the wastes of chaos; it has got firm footing on the continent of fact.” It is a philosophy of ascertained laws. Types, classes, orders, families, genera, and species, are not mere artificial devices to facilitate study; they are founded in nature. It is an unfinished science; but for that very reason it is admirably adapted to rouse the whole energy of the student. It presents the finished outline of a landscape of untold wealth. Here and there an elaborate column, as at Nineveh, projects above the surface: he who shall dig away the rubbish, shall find a completed temple, magnificent and worthy of an infinite architect.

We ask for geology a prominent place in the curriculum of our colleges and schools. How wofully ignorant of nature are many of our graduated men! The very book whose letters are largest, and the only gospel now “preached to every creature,” is the one in which the mass of mankind read not a lesson and see not a line. Like Hamlet’s ghost, they have “no speculation in their eyes.” The sun “coming forth from his chambers” and fulfilling his circuit, excites no feeling but that of warmth and convenience. A fossil,—the symbol of a Divine thought,—the sepulchre of a creature that was once the lord of creation,—is tossed into a stone-wall without the slightest notice. And yet this lack of observation and reflection is not owing to any deficiency of intellect or taste, but to a neglect and perversion of their powers. The native tendency of the mind is strangled at its birth; and the greenness of the spirit is dried up in the hot race for riches or rank. Now the sublime work of education is the marriage of the soul to all that is great and good and true in the universe. It is imitating Him who loved the mountain and the sea; and by His parables made Palestine a Holy Land. It is to subordinate man’s works, which are only copies; and to cultivate communion with the visible forms around us,—so perfectly original and so deeply significant.

But how shall geology be taught? One method is that of Basedow, who founded tuition entirely upon pictorial delineations. "Chalk and kindness" have undoubtedly done much in education; but we need not stop to show how utterly inadequate art is to convey the higher truths of nature. Who would conceive the flashing glory of the diamond from a wood-cut? The other mode of teaching is the Pestalozzian, which is based upon the observation of real objects and events. No natural science, and least of all geology, can be taught in any other way. The pupil must actually see nature in all her manifold and wonderful developments, or he cannot understand her. For this purpose museums have been formed in many of our seminaries of learning. The history of these collections would make an interesting volume, illustrating the progress and appreciation of science in the United States, as well as proving that they are closely identified with thorough education and scientific discovery. The recent geological surveys, dictated by an enlightened public opinion, gave a powerful impulse in this direction. The collections made in these surveys and exhibited in the State Capitols, bred others, private and collegiate, and diffused a love for nature and a taste for observation. The mammoth cabinets of Amherst, Yale, and Harvard arose in this revival of science. And yet these cabinets, great as they are, are not what they should be. They are good so far as they go, and are absolutely essential to that extent; but they are not what our students demand, nor have they kept pace with the science they profess to teach. They are too much a repetition of each other; and all are wanting in completeness. They show little more than the American side of the picture. Now our country is limited in its geological teachings, because of the paucity of eruptive rocks. Its horizontal strata, seldom upturned by volcanic action, do not display their wealth of wonders. Those collections, therefore, illustrate only a fraction of this world-wide science. Treatises on geology and text-books on mineralogy appear, embracing fossils and minerals for which we look in vain in any New England institution. In vain our professors attempt to describe and the students to comprehend the wonderful works of God without a tangible illustration. "So intricate," says Agassiz, "are the relations between the successive steps of creation, every link appears necessary to the full understanding of

the great plan." Perceiving this deficit in our educational appliances, and tantalized by a thousand drawings of actual objects to be seen in the British Museum and the Garden of Plants, — where every fossil from the monad to the mastodon, and every age from the Cambrian to the Tertiary, finds its full and equal representation, — our earnest devotees of science hie away to Europe to finish their studies.

But, fortunately for science and for the honor of America, this grand desideratum has been lately met. Prof. Henry A. Ward of Rochester University, a disciple of D'Orbigny and Élie de Beaumont, and an ardent lover of nature, projected a cabinet of geology which should be an epitome of the *entire* science. Blest with a talent for travel, an indomitable perseverance, and an uncommon appreciation of his subject, and aided by the princely liberality of an uncle, the Hon. Levi A. Ward, that plan has been carried out. From the first, Prof. Ward contemplated the representation of every genus of fossil organism hitherto described, as well as a complete lithological and mineralogical collection, — *expressly for educational purposes*; and he has not swerved from that design. The papers and scientific journals have abounded in admiration of this great undertaking; and it has received the unqualified praise of our most eminent teachers of science, such as Hitchcock and Hall, Silliman and Dana, Doremus and Dewey, Torrey and Loomis. But on a personal visit to Rochester, we exclaimed, "The half has not been told us." We can understand the feelings of Henry Ward Beecher after passing through the *Jardin des Plantes*: "I seemed to have God's wide-spread earth presented to me at a sight. I never before had such a conception of what had been done in making our globe." How different such a colossal cabinet from the *omnium gatherum* which forms many museums! It is the most *complete* collection this side of the Atlantic; and travellers have ranked it *third* in the world. When we say that it contains *eight thousand* distinct species of fossils from Europe, besides those from our own country, we need not add that such a cabinet was needed. Its splendor is only incidental. Its one object is to afford sound instruction in one of the most interesting and practical branches of human knowledge. As such, it is an inexhaustible reservoir. The plan of arrangement combines the excellences of all the great

European cabinets ; and has been heartily endorsed by distinguished savans at home and abroad. Every specimen is choice ; it is nature's own lithograph of herself, and is therefore perfect, — line for line. No one can enter this truly cosmological museum without believing that he has before him, in one volume, God's narrative of his own creation ! For he who classifies the results of those six days of labor by the creation of a complete repository of natural objects in natural order, is a translator of the Creator's thoughts. In thus arranging our fragmentary knowledge into system, he is again bringing order out of chaos. And what endless food for inspiration is here ! We have the sublime vision of Adam when Michael purged "his visual nerves with euphrasy and rue." To compare great things with small, we seem to be sitting at the foot of a gigantic Egyptian obelisk or Assyrian frieze, across whose granitic face stalk a long procession of hieroglyphic figures, all charged with the profoundest meaning.

Through the sterling sense and unmeasured liberality of the citizens of Rochester, (one of whom, Mr. Lewis Brooks, contributed \$5000,) this magnificent collection now belongs to the University of that city. We commend for imitation such far-sighted benevolence. They who thus promote the advancement of science, erect a monument while living which will never let them die. The patriotic encouragement of art by the merchant princes of Florence, demonstrated the fact that there is a retributive reaction of the beautiful on the profitable. On the same principle, some of the highest truths of abstract science have, in time, become a source of our daily bread. There are men who rail at universities as too remote from practical life and living wants. "What have eclipses and parallaxes to do with ordinary business ? What good will it do to know that a huge lizard, — dead eons ago, — is sleeping in the bowels of the earth ?" Much, every way : cheaper coal and more gold ; straighter roads and lighter wheelbarrows ; richer farms and safer navigation ; fewer needs and more supplies ; better homes, better minds, and better hearts. Millions could never see the use of Bacon's philosophy ; and yet to-day it is in the artery of science, beating life and propelling knowledge all the world over. There is not a man in Christendom to whom it has not given better health and better sense. "The airy and subtile prin-

ciples which, a thousand years ago, were as high above men's heads as the top of Himalaya above its base, are now familiar truths. For truths are first clouds, then rain, and then harvests and food."

We say, therefore, elevate every department of science to the highest pitch possible: in so doing you elevate the standard of *general* education; while every truth and every discovery, however lofty now, will one day bless mankind. Rochester has given us a model in thus fostering the fertile science of geology. And hereafter, we shall expect to see students of geology trooping to the banks of the Genesee, as now they swarm around the moss-grown museums on the Seine and the Thames. We are proud to record the fact that there is in the United States *one* institution where the science of the earth may be pursued as thoroughly and comprehensively as at any university in the world. The great Agassiz is doing a like work for Zoölogy; and when each of the natural sciences shall be similarly illustrated, we shall possess a finished cyclopædia of nature; and the sheaves of the Old World will then make obeisance to the harvest of the New. J. O.

PRIZES FOR EXCELLENCE IN READING.

HEREAFTER the candidates for admission into the State Normal Schools will be very carefully and particularly examined in reading. This has been determined upon from a conviction of the transcendent importance of good reading, and of the neglect into which it has fallen. A sum of money has been placed at the disposal of the Principal of each of the Schools, for prizes to those who, at the examination for admission, shall distinguish themselves by excellence in reading. These prizes will be awarded according to the following principles, which are substantially those which guide in the assignment of the Lee Prizes.

To deserve a prize, the candidate must possess naturally, or have gained by discipline,—

1. A fulness of voice which shall enable him to fill, without apparent effort, the room occupied by the class;

2. Perfect distinctness of articulation, giving complete expression to every vocal element, and letting the sound of each word fall clearly upon the ear of the hearer, especially at the end of every sentence ;

3. Correct pronunciation, with that roundness and fulness of enunciation, and sweetness and mellowness of tone, which only can satisfy and charm the ear and reach the heart ; and

4. Just emphasis, clearly marked, but not overstrained.

5. He must read naturally and with spirit, avoiding all affectation and mannerism, and keeping at the same time clear of the lifeless monotony common in schools, and of the excess of emphasis which so often characterizes poor declamation.

6. In the reading of poetry, his tones must be those of unaffected emotion, free at once from the tameness of prose and from the too measured cadence of verse.

The object of these prizes is to awaken attention, in the schools, to the all important and much neglected subject of good reading. It is to lead the teachers to insist, first of all, upon perfect distinctness of articulation. To this end, the teacher must show his pupils, by his own example, how to sound every letter, and to give complete expression to every element in every word, and to *form the habit* of doing this, so that they shall always give full sound to each letter, from the beginning to the end of every sentence.

It is, next, to lead them to form habits of correct pronunciation and just emphasis. This can be done only by the teacher's pronouncing correctly himself, and by his constantly pointing out the true pronunciation of every word, and the correct emphasis of every sentence, by reading himself correctly, again and again, every sentence he would have his pupils read well. Such instruction can be given only by a good reader ; and it should be the business of every examining school committee to take care that no person shall be employed to teach a common school, who is not himself a very good reader.

The third object is to lead to the careful cultivation of the voice. The teacher must ascertain the true pitch of each voice, and never allow the unnatural elevation and screaming, so painful to the reader and so distressing to the hearer ; but he must gradually form the habit of giving body and fulness, so as to attain the end of reading

aloud, which is, to let every person present hear distinctly and with ease every word uttered. This will require much attention and study on the part of the teacher, and a great deal of practice on the part of the learner. All screaming, all boisterousness, all excessive elevation of the voice, are very offensive and disagreeable. Yet this power of producing a vast body of unpleasant sound, so almost universal in schools badly taught, shows a strength and capacity of voice, which, with proper discipline, may always give excellent reading.

A fourth object, to be aimed at and insisted upon, is still more difficult of attainment, as it requires, on the part of teachers, the rare quality of good taste, that is, delicacy of feeling under the guidance of good sense highly cultivated. This fourth object is the reading naturally, and with proper spirit and feeling. The first requisite for this is a complete understanding of what is to be read, and it is essential to the habit of easy, natural, and spirited reading, that the pupil should never be allowed to read aloud what he *does not fully understand*.

Another requisite is a full perception of the sentiment under the influence of which a passage was written. In order to educate this power of perception in his pupils, so that it shall be ready and quick, the teacher must take care always to find out himself, and fully to enter into, the feeling which belongs to each passage he is going to read, and then to drill himself to the natural expression of that feeling. This course, faithfully pursued with a class every day for months, will do a great deal towards educating to quickness of perception every one who has depth of feeling enough to perceive the varying sentiment of the writer. The stupid and obtuse cannot make or be made good readers. For sensibility is as necessary to the perception of feeling, as sense is to the comprehension of thought. And nothing can be properly expressed which is not fully felt and understood.

For the original formation of the habit of natural and spirited reading, it is essential that a child should be made to understand and feel what he reads. A child who has learned to read at home, of an intelligent mother, and only what he understands, feels, and enjoys, will be almost sure to read naturally. If he can be kept in this way of reading, he will continue to read naturally and pleasant-

ly. But if at the school, he be set to read what he does not understand, and what he feels no interest in, and be made to bawl it out under the order to "read louder," he will soon fall into the monotonous and senseless clamor which takes the place of natural and tasteful reading, in many schools under the management of incompetent teachers.

For the reading of poetry, so that it shall win the attention and charm the ear of the listener, a still higher culture is necessary.

The poetry of the English language is full of the noblest thoughts that were ever conceived by the mind of man, enriched by the most exquisite fancies, and continually rising into the most exalted sentiments. The man who has a love for it may

"Ever hold sweet converse undisturbed
Thus with the choicest spirits of the world."

He who reads poetry as it ought to be read, and as most persons in our New England schools *may* learn to read it, will forever have access to fountains, perennial and inexhaustible, of wit, of wisdom, and of divine philosophy, wherewith to soothe, to instruct, and to delight the circle of which he may make himself the centre. Is not such an end worth all the pains that can be bestowed upon its attainment in the years of school life?

The great danger is that the best reading of poetry is apt to become theatrical, or, at least, rhetorical. This is to be solicitously guarded against, as offensive to the refined and delicate taste which should always reign in a Christian home; and it is for such a home that a taste for the best books, and the art of reading them well, should be cultivated. — *Circular of the Board of Education.*

CURIQSITY. — Curiosity in children should *not* be checked. No matter how inquisitive or troublesome with questions a child may be; its curiosity only needs to be *directed*—to be turned into proper channels. Curiosity is a very large element in that insatiable thirst for knowledge that leads to such vast results in scholarship. Cultivate and direct it. If your child asks foolish questions, show it how to become interested in something that will lead to sensible questions. A child largely endowed with curiosity is a child of good promise.

LEGAL RIGHTS AND RESPONSIBILITIES OF
TEACHERS.

It is only a few days since I was in Mr. Y——'s school. He was evidently an earnest and able teacher ; and the general order of his school was not bad. But there were four large boys upon the back seats who were plainly intent upon having "a good time." Their eyes were sparkling with roguish twinkles ; and, even when the head was in the attitude of study, were scanning the room in quest of material from which they could extract that *summum bonum* of many boys, fun. The *good* thus obtained was quickly communicated ; and they were very skilful in manufacturing sport among themselves by means of mutual nudges, and pinches, and manual signs, and whispering, and laughing, and whistling, and wry faces, and paper missiles, and snapping apple seeds, and the many *et-ceteras* upon which the inventive genius of some scholars is expended.

"I am not surprised that I find you thin, friend Y.," I said, "I only wonder how you live at all with those boys in your school."

"I do suffer the pains of martyrdom daily," he replied, "but what can I do?"

"Induce them to do right by appeals to their conscience, reason, honor, and good feelings ; or remove them from the school ; or instruct them in that essential branch of school study which the law terms 'Good Behavior,' by corporal applications."

"Three excellent prescriptions, it would seem. But the first method I have exhausted without any effect except to aggravate the disease ; the second I cannot apply without the consent of the School Committee, and my request for this is met by the short reply, 'The worse the boys are, the more they need school discipline ; and what an annoyance they would be to us, if they were running at large ;' and the third might add to my troubles a prosecution for assault and battery."

"How so?" I asked.

"The boys are all over fifteen ; and the law, you know, does not allow us to inflict corporal punishment upon those who are above that age."

"No ; that is new to me."

"It is so, I think; at least, that is the general belief in this region."

"You would do well to look into the books, as the lawyers say."

"Yes, if I had them to look into; but where can I find the law upon this point clearly and explicitly stated?"

"I do not know," I was obliged to confess.

I was one day in the school of my cousin, Miss M——. Some of her pupils recited very poorly, showing that they had given very little, if any, attention to their lessons, and appearing quite easy and unconcerned about it all. My cousin looked chagrined, her face grew very red, but she said nothing. She is wise, I thought, in not having a scene now; but, of course, she cannot let such recitations pass without notice. And I watched to see what she would do.

To my surprise, at the close of the day, all the pupils were dismissed as if they had properly performed the day's work. They had no sooner left, than I turned to my cousin, "How could you, Julia, let those scholars go with so little knowledge of their lessons?"

"How could I help it?" she asked, in the saddest of tones.

"I would keep them after school, till they could at least answer one question correctly."

"I did do so during the first weeks of my teaching; but some of my pupils told me explicitly that I had no right to keep them after school, and that their parents said so. In two or three cases, parents came for their children, and said that I had had them my three hours, and now they wanted them at home. At other times, older brothers or sisters were sent to rescue the prisoners. Some of the culprits actually broke jail, and were justified by their parents in so doing."

"Why did you not appeal to the Committee on the subject?" I asked.

"I did so," answered Julia; "I went to the Chairman, and asked him if I had not the right to detain pupils after school for good cause. He said that his mind was not clear upon that point; it might be so, and it might not be so."

"And what did he advise you to do?"

"Not to strain any doubtful point."

"An admirable committee-man, indeed!"

One day last winter, I wished to make a call upon my friend, Miss S——. I reached the schoolhouse in which she was teaching just after the close of the forenoon session. The entrance was besieged by a mob. Boys were throwing each other down, and rolling each other over, in the new snow. On one side there was a regular battle between two parties of snowballers, which ended in a hand-to-hand assault and fisticuffs. At a little distance, six boys were holding down a new-comer, and initiating him into the school by washing his face with snow and sand. Some were snowballing the girls; others were insulting an old man and poor woman, that were passing; and others, in various quarters, were vociferously cheering. "Is this that education of which we hear so much?" I could not help asking myself, as I neared the scene.

But just now I attracted the attention of the wanton urchins. Cries of "Hit him!" "Hit him!" saluted my ear; and I received other salutations in the shape of snowballs on back, and side, and even face. I hurried into the building, wiped my face, shook my overcoat, and went into the schoolroom. I here found my friend; and, the first greetings over, I asked her who those boys were, in front of the building.

"They are my boys," she said.

"What! can those be school-boys?" I asked, giving to every word as much of the emphasis of astonishment as I could command.

"Yes," she said, "and they are wild rogues too. Pleasant boys enough; but they are very hard to govern. So I content myself with making them behave as well as I can in the school, leaving their out-of-school behavior to the care of their parents and the police."

"Who, on the other hand, leave the care of them, while they are about the school building, to you."

"Perhaps so."

"And, with this double neglect, the boys are going to ruin as fast as they can."

"I hope not," she exclaimed, starting.

"But how can it be otherwise?" I urged; and may not the

license out of doors increase greatly the difficulty of in-door discipline?"

"It may be so," she replied, after some hesitation.

"Do not boisterousness and quarrels often come into the school-room from without?"

"Too true. But what can I do?"

"Feel that the government of your pupils about the school-building belongs to you as really as within it; and act accordingly."

"But have I any legal authority over my pupils out of school?"
I have been repeatedly told that I have not."

These are a few of the many illustrations which might be given of the wrong and injurious notions prevalent in regard to the legal rights and duties of teachers. Teachers themselves have often been uncertain respecting them; and many well disposed members of the community have been quite at fault. We welcome, therefore, an excellent Essay on the "Legal Authority and Responsibilities of Public School Teachers," read by JOSIAH HOOKER, Esq., before a recent meeting of the Hampden County Teachers' Association. Mr. Hooker writes upon the subject, not only with ability, but also with authority, as a member of the Hampden County Bar, and Chairman of the School Committee in Springfield. We wish that every teacher in the State had a copy of the Essay.

Mr. H. first considers the Relations between Teachers and School Committees. Among his remarks under this head, are these:

"When a teacher assumes the charge of a school, the law places him entirely under the supervision and direction of the general school committee in the discharge of his duties. And, though committees generally will leave the interior arrangements and details of the school for the most part in the hands of the teacher, yet if the committee choose to interfere specially in any case, they have a right so to do, and their directions must be obeyed. And any general regulations that may be established by the committee for the good government and order of the school, the teachers have not only authority, but are under obligation faithfully to carry into effect."

"The rules adopted by the school committee in regulating the schools so far as they apply to the duties of teachers, are virtually

a part of the contract made with them, and as such are to be observed by them. And the committee may, by the rules, or by special directions, require of teachers the performance of duties beside those that belong peculiarly to the schoolroom, such as, in their judgment, are conducive to the prosperity of the schools. Of this class is the duty, sometimes prescribed, of participating in educational associations, formed among teachers for their mutual benefit and improvement, by attending the meetings and taking part in the exercises of the same, and otherwise promoting their success. Yet, independently of any such peremptory requirement, it may reasonably be expected that every thoroughly earnest and active teacher will of his own accord promptly avail himself of all the means of improvement of this kind that may come within his reach; and a persistent delinquency in this respect may justly be considered a sufficient ground for the dismissal of a teacher."

Mr. H. next treats of the Authority and Responsibilities of Teachers in respect to the Supervision, Discipline, and Control of their Pupils. After calling attention to the provisions in the constitution and laws of the Commonwealth respecting instruction in good behavior, and the training of the young in the habits and principles of virtue and morality, and establishing the right of the teacher, acting *in loco parentis*, to administer necessary punishment, he proceeds:

"Parents and others sometimes presume to interfere with teachers in the disciplinary management of their pupils. Such interference in most cases amounts to such a disturbance of the school, as, under a statute of the Commonwealth, subjects the offender to fine or imprisonment. The only exception is one that can hardly be supposed to occur—when there is such cruelty and violence on the part of the teacher, as to justify interference for the protection of the pupil.

"There is a mistaken notion that has gained some currency on the subject of discipline, which needs to be corrected; that pupils over fifteen years of age cannot be subjected to corporal punishment. This may have arisen from the fact that the ordinary school years, as recognized by usage and by the laws of the State, for the distribution of the school revenue and other purposes, are between the ages of *five and fifteen*. Yet there is no positive enactment of

law which excludes from our schools any above or below these limits, but the matter is left in a measure to the discretion and judgment of the school committee. But however this may be, whenever children or youth become members of a school, they are thereby (whatever may be their age) placed under the authority and jurisdiction of the teacher, and so long as they continue in this relation, are liable to all the corrective discipline that may be found necessary in governing the school."

The discussion by Mr. H. of a very important practical question, we place upon our pages under a separate title.

THE TEACHER'S AUTHORITY AS AFFECTED BY TIME AND PLACE.

A QUESTION is sometimes raised among teachers and school committees, as to the *extent* of the control which a teacher may legally exercise over his pupils in respect to *time and place*, it being contended by some that he has no concern with them in the way of authority or responsibility *after school hours, or beyond the school-house premises.*

The following positions, as general rules, in reference to this matter, are, we believe, fully sustained in law.

1st. In the schoolroom, the teacher has the exclusive control and supervision of his pupils, subject only to such regulations and directions as may be prescribed or given by the school committee.

2d. The conduct of the pupils on any part of the premises connected with the schoolhouse or in the immediate vicinity of the same, (the pupils being thus virtually under the care and oversight of the teacher,) whether within the regular school hours or before or after them, is properly cognizable by the teacher. And any disturbances made by them or offences committed by them within this range, injuriously affecting in any way the interests of the school, may clearly be the subjects of reproof and correction by the teacher.

3d. In regard to what transpires by the way in going to or returning from school, the authority of the teacher may be regarded

as concurrent with that of the parent. So far as offences are concerned for which the pupils committing them would be amenable to the laws, such as larcenies, trespasses, etc., which come more particularly within the category of crimes against the State, it is the wisest course generally for the teacher (whatever may be his legal power) to let the offenders pass into the hands of judicial or parental authority for discipline and punishment. And it is never worth while for teachers to exercise any doubtful authority, as they may thereby involve themselves in controversies with parents and others, and expose themselves to the liability of being harassed by prosecution at law.

But as to any misdemeanors of which the pupils are guilty in passing between the schoolhouse and their home, which directly and injuriously affect the good order and government of the school, and the right training of the scholars, such as truancy, willful tardiness, quarreling with other children, the use of indecent and profane language, etc., there can be no doubt that these come within the jurisdiction of the teacher, and are properly matters for discipline in the school.

A recent decision in the Supreme Court of Vermont, illustrates and fully accords with the foregoing positions. In the case referred to, a boy *outside* of the schoolhouse premises and of the school hours also, in the presence of other pupils of the same school, used towards the master, and in his hearing, contemptuous language, with a design to insult him. The Court decided that the master rightfully punished the boy for the misbehavior, because it had a direct and immediate tendency to injure the school by subverting the master's authority and begetting disorder and insubordination among the pupils.

The same doctrine is substantially recognized in the decisions of our own Supreme Court; and we would again refer, respecting this and other kindred topics, to the elaborate opinion of Judge Shaw in the case before cited. [Sherman vs. the Inhabitants of Charlestown, 8 Cushing's Massachusetts Reports, 160.]

The governing principle in all cases like the Vermont case is, that *whatever in the misconduct of pupils under like circumstances, as to time and place, etc., has a direct tendency to injure the school in its important interests, is properly a subject of discipline in the school.*

It is sometimes objected to the foregoing views, that the responsibilities of teachers are in this way enlarged to an improper extent, that if their authority extends beyond the schoolhouse limits and the school hours, their responsibilities must be increased in a corresponding ratio. But to this it may be answered, that the matter is to have a reasonable construction; that it cannot be expected that a teacher will follow his pupils into the streets to watch their conduct when beyond his view and inspection; the extent of his duty in this respect can only be to take cognizance of such misconduct of his pupils, under the supposed circumstances, as may come to his knowledge incidentally, either through his own observation or other proper means of information.

4th. Teachers may, at their discretion, detain scholars a reasonable time after the regular school hours, for purposes connected with the discipline, order, or instruction of the school. This practice has been sanctioned by general and immemorial usage among our schools, and by the authority and consent of school committees, expressed or implied, and has been found exceedingly useful in its influence and results.

There is no law defining precisely the *school hours* as they are termed, or the hours within which the schools are to be kept. This is regulated by usage or by the direction of school committees, varying in different sections of the Commonwealth, and also in different seasons of the year. In some places the number of school hours each day is *six*, in others *five* or less. In some, two sessions a day are held, in others but one, as may be determined in each case by the respective committees. The practice under consideration, of occasionally detaining pupils after regular school hours for objects connected with the school arrangements, rests precisely upon the same authority. The same superintending power that regulates and controls in the one case, does the same thing in the other. Yet the right in question should always be exercised by teachers with proper caution, and a due regard to the wishes and convenience of parents.

It may be urged by way of objection to the practice in question, that if a teacher can detain a pupil a *quarter* of an hour, he can an *hour* or *two* hours, and indeed to any extent whatever, without limitation.

The answer to this is obvious — that the abuse of a practice is

no argument against its general propriety and expediency; that teachers are supposed, like other agents, to be governed by reason and sound judgment in the performance of their duties, and, if in any case, they should grossly pervert the confidence and authority reposed in them in respect to this matter, they would, as in other like cases, be held responsible for the perversion. — *Hooker's Essay.*

EFFORTS TO PROMOTE GOOD READING.

WE insert in the present number of the *Teacher* a Circular which has recently been issued by the State Board of Education, or, at least, in its behalf. We do this, partly because we think that the information which it conveys should be diffused as widely as possible, but still more on account of the admirable presentation which it makes of the requisites for good reading. The paper has no name attached to it, and we have received no information respecting its history. But, from internal evidence, we cannot hesitate to ascribe its authorship to the Treasurer of the Board of Education, through so many years a practical educator, and one whose efforts beyond the immediate sphere of his professional labors have constituted so important an element in those agencies which, within the last third of a century, have so remarkably revived and promoted popular education in our Commonwealth and country.

It is now a little more than two years, since Thomas Lee, Esq., of Boston, a gentleman whose liberality for other objects needs no comment of ours, offered to the Board of Education three hundred dollars annually for three years, for the establishment of Prizes in the State Normal Schools, for excellence in reading. To diffuse more widely through our schools an interest in this subject, he has recently offered an additional sum for prizes to those who, at the examination for admission into these schools, shall approve themselves excellent readers. Our attention was attracted by a paragraph in the *Boston Daily Advertiser* of the 16th of April last, stating that a gentleman of Boston had made a donation of \$2000 to Harvard College, to be expended in prizes and otherwise,

to promote improvement in the art of reading among the students. About sixty students were said to be in training for prizes to be awarded on the 13th of this month for excellence in the reading of English prose. Two prizes of \$20 each, five of \$15 each, and three of \$12 each, are proposed, making a total of \$151. Next year the prizes will be doubled in value. We learn from another source that prizes are also to be awarded to those who shall excel in reading on their entrance examination. As we can detect a painter by his style, though his name may not be attached to his work, so we feel confident that we cannot be mistaken in ascribing this liberal donation to the same source with those to the Normal Schools. We rejoice that Mr. Lee has taken the beautiful, but often neglected, art of reading under his special patronage.

Prizes have been often so distributed as to disparage their use, and to lead some of the best educators to think that the evils and dangers attending them more than outweigh the benefits. When they are so distributed that only a very small number can obtain them, and this number so limited that the success of one is of necessity the disappointment of another, and in consequence keen personal rivalry is stimulated in a few, while the many are disheartened from effort, it would seem scarce possible to regard them as otherwise than unjustifiable in theory, and pernicious in their general influence. But where they are so administered that most who make earnest effort can hope to obtain them, — where they are awarded not to a limited number, but to all who reach a certain standard of excellence, so that the success of one cannot interfere with that of another, and there is no temptation to wish others less fortunate, — where they are not allowed to eclipse other more disinterested motives, — such *rewards* are certainly valuable auxiliaries in the promotion of excellent scholarship and high attainment. Their influence for good may be especially extensive, when they are distributed, according to the wise plan of Mr. Lee, not merely to the members of a single institution, but to scholars wherever educated, who upon examination show the required excellence. They thus promote effort and attainment not in one alone, but in many schools; not merely in a single locality, but through the community. Dr. Wayland, we remember, showed his sagacity by offering prizes to those who should come to the University of which he was the President, best prepared for admission. Might

not much good be effected in our own Commonwealth, if the wealthy and liberal would make the same provision for rewarding those who enter our Normal Schools or Colleges with special excellence in other branches, which Mr. Lee has made in respect to reading? Only let those principles be scrupulously regarded, upon the observance of which the true usefulness of prizes essentially depends.

GREEK PRONUNCIATION. — A SOLILOQUY.

WHAT can I reply to this letter from Mr. B——, requesting my advice respecting the method of pronouncing Greek which he should adopt in his school? Shall I say to him, "Pronounce in any way you please, and you will have some authority for it; give any sound possible to any vowel or diphthong, and this with any system of accentuation, and you will conform to the usage of some college?" Or shall I advise him to conform to the present fashion in the vicinity of his school; and to be prepared to change as that may change? Or, to adopt the usage of the particular college for which most of his pupils may, at any given time, happen to be preparing; and to vary his method as the destinations of his pupils may vary? Or, to retain resolutely in his school the method with which he is familiar, let others change as they will? Or, to have absolute toleration in the matter, allowing his pupils to pronounce according to all the various systems which they may have learned or may prefer? The last course would evidently save him much trouble in correcting the recitation of grammatical forms; for, in the inflection of the present indicative active of *τύπτω*, whether the pupil should give the third person singular as *tūptī*, or *tooptī*, or *teeptee*, or *tūpteh-ee* (French sound of *u*), or *tūptay*, would be quite indifferent. With such latitude as this, the student would rarely so give a form that it would be quite safe for the teacher to correct him; and that golden age would return when "every one did that which was right in his own eyes," and no one was authorized to pronounce it wrong. Or, shall I send him this letter of my friend N.'s? —

MY DEAR — :

How can we escape from this chaos of Greek pronunciation? I accepted, a few days ago, an invitation from H. to visit with him one of our most celebrated classical schools. In the first room into which we went, a class were reciting Latin, and finely too. The recitation was admirably conducted, and I had no difficulty in following it without a book. In another room, there was a recitation in French to a native teacher. Nothing *outré* here. I went into a third room; and here I must confess myself nonplussed. The pupils were evidently reciting some language, and fluently enough; but what could it be? "What new language is this which they have lately introduced?" I whispered to H. "Is this Sanscrit or Japanese?"

"Do n't you recognize it?" he replied. "I thought you had some knowledge of Greek."

"I thought so, too; but you do n't call this Greek."

"Yes, certainly; with the words accented according to the Modern Greek method."

"But Greek did not sound at all like this, as I heard it in Athens. Ah! now I detect it all. The words are pronounced, as in the Modern Greek, according to the written accent, without regard to quantity; but the letters and diphthongs are sounded as in the Continental, or Erasmian, method. There is here an eclecticism like that which so puzzled the patriarch Isaac. "The voice is Jacob's voice, but the hands are the hands of Esau?"

Books had now been passed to us; and we could follow the recitation well enough and appreciate its excellencies, though smiling inwardly to think how German and Athenian scholars would be alike amused by this odd marriage of methods.

"But," said H., when we had left the room, "you must confess that this pronunciation has some advantages. You escape the difficult sounds of the Romaic, and are not obliged to pronounce, as at Athens, seven vowels and diphthongs just alike; on the other hand, there is no danger, in reading Greek, of wrongly accenting a word. You remember how often P—— corrected us for a wrong *ictus*; and how carefully, as tutors, we were obliged to look up quantities, so as not to be caught tripping in our pronunciation."

"Perhaps it may be a labor-saving method."

In the next school which we visited, a school of the first excel-

lence, we found the old familiar English method retained throughout. I sighed for the good old time when this was the uniform pronunciation throughout New England, and a man could be understood by scholars when he quoted Greek. In a third school, I found a wedlock akin to that in the first school, except that here the sounds of the letters conformed to the English method, while the stress of the voice was determined by the written accent.

But what do you think I found in another school, a few days ago? You remember with what interest we read together the learned and able treatise of Professor S——, on the History of the Greek Alphabet and Pronunciation, not thinking then that a practical attempt would be made to force upon our less pliable organs the nice convolutions and distinctions of Ionic and Attic utterance. Who thinks now of pronouncing the Canterbury Tales^o of Chaucer as they were read at the court of Richard II.? Or of uttering the "Faerie Queene" as it sounded in the ears of Queen Elizabeth? Or of even reading our English Bible with the pronunciation of King James' time? But the effort which we so little anticipated was actually made in my hearing, in an excellent school. I found a class engaged in what seemed to be the simple work of conjugating *βουλεύω*. One was repeating, as I entered, the present indicative active, with this pronunciation: — *boolúo*, *boolúace*, *boolúay*, *boolúoosee*. "Pretty well," said the teacher; "only you do not give the niceties of the ancient pronunciation. How often have I told you that, during the golden period of the language, both the vowels of a diphthong were distinctly heard, and that the blending of these into a single vowel sound marked the corruption of later ages."

"We read the same in our Grammar," answered the pupil, a young man of seventeen or eighteen; "but here, as in morals, the corruption is much easier than the perfection. If Pericles so pronounced the Greek, I cannot do it."

"But surely," insisted the teacher, "the sounds are not difficult. Take the second person singular. You can certainly pronounce the first diphthong thus, — *oh-oo*."

"Yes, *oh-oo*."

"And the second thus, — *eh-oo*."

"Yes, *eh-oo*."

"And the third thus, — *eh-ee*; as you find it represented in the

volume on Greek Pronunciation, by the author of the grammar. The representation in the grammar is only approximate. Say *eh-ee*."

"*Eh-ee*."

"Now you have only to utter these several sounds, in the successive syllables, in connection with those of the consonants and simple vowels. See how easy it is. Imitate me: — *bohoo-lehoo-o*."

"I'll try: — *bohoo-lehoo-o*."

"Well done! Now, *bohoo-lehoo-chees*."

This the scholar found more difficult. He said that it seemed to him like a word of six syllables. Still, after two or three repetitions, he succeeded. The third person had been conquered in the second. The dual was found easier than the singular; and the plural presented no new difficulty, till the third person was reached. "Now," said the zealous instructor, "only one person more, and your triumph will be complete. *Bohoo-lehoo-ohoo-see*."

"*Bohoo-ohoo-lehoo-lehoo-oh! Behoo-lohoo-ehoo-ohoo-see. Bohoo-lohoo-lehoo-ehoo-lehoo-ohoo-see. Oh! oh! I shall never go straight through so many twistings.*"

I sympathized with the young man, for, however nimbly the word may have glided from the lips of Pericles as a tetrasyllable, I must say that, as pronounced by a modern imitator of the great statesman, it sounded to my ears, as to those of the pupil, like a word of seven syllables, closing with a long and unmanageable train of unaccented syllables.

Why will not the professors of Greek in our colleges, and the other principal teachers of the language in our country, hold a convention; and endeavor, by the adoption of a uniform system of pronunciation, to draw us forth from the chaotic abyss, worse than "Serbonian bog," in which we are now plunged, —

"A dark

Illimitable ocean, without bound,
Without dimension, where length, breadth, and height,
And time, and place are lost; where eldest Night
And Chaos, ancestors of Nature, hold
Eternal anarchy, amidst the noise
Of endless wars, and by confusion stand?"

What think you of my suggestion?

Faithfully yours,

J. N.

What do I think of N.'s suggestion? Certainly, that some such measure as this is indispensable to make the study of Greek in our country endurable by either teachers or students. The latter are liable, with each change of schools or teachers, to a change of pronunciation; and it is difficult for those who have learned two or three different methods, to avoid confounding them. The former, if they receive pupils from different schools, must either tolerate diversity in their classes, or waste much time and temper in enforcing uniformity, or must dispense, so far as possible, with the reading of the Greek text, and those grammatical exercises which will require the repetition of Greek forms.

Let me recall the results of my friend F.'s investigation. He wrote to thirteen of the Colleges in New England and New York, and found, among these, five distinct methods of Greek pronunciation, besides minor diversities:—1. The *ictus*, or stress of the voice, determined by quantity, and the letters sounded accorded to the analogy of our own language; 2. The *ictus* determined by quantity, and the letters sounded according to the Erasmian method, or the general analogy of the languages of Continental Europe; 3. The *ictus* determined by the written accent, and the letters sounded according to the English method, or as in No. 1; 4. The *ictus* determined by the written accent, and the letters sounded according to the Erasmian method, or as in No. 2; and 5. The *ictus* determined by the written accent, and the letters sounded according to Professor Sophocles' theory of the ancient Greek pronunciation.

Let me appeal to the teachers and lovers of Greek. Shall this war continue, or be ended by treaty? And, if no treaty can be made, will the war at length terminate in conquest, or in the exhaustion of the combatants,—in other words, in the general discontinuance of Greek study in our country? Or is the war to be eternal? Shall we have forever, to apply the poet's words,

“A universal hubbub wild
Of stunning sounds and voices all confused,”
From those that utter Greek, “to assault the ear
With loudest vehemence?”

Resident Editors' Department.

AMERICAN INSTITUTE OF INSTRUCTION.

THE next Annual Meeting of the Institute will be held at Concord, N. H., August 18th, 19th, and 20th. A good programme of exercises will be furnished for the occasion; and it is expected that the usual Hotel and Railroad facilities will be afforded for those who may attend. Full particulars will probably be published in the July *Teacher*.

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

THE next Annual Meeting of the Association will be held on *Monday* and *Tuesday* of *Thanksgiving week*,—probably at Roxbury,—and the friends of education will be timely notified of all the particulars. Distinguished lecturers are already secured.

CORRECTION.

IN the article, "Critics and Criticism," in the Department for May, the words "*in Boston*" were interpolated by the printer, after "*a Normal School*;" and our fair correspondent was made to allude to an Institution, where, we are confident, even her critical eye could have discovered no cause of offence. We deeply regret this unfortunate mistake; and if the teetotalism of the amiable compositor who "sets up" the Department were not patent to all that know him, we should be forced to the conclusion that he got "set up" himself, and saw double; that he saw "through a glass, darkly," or that the glass possessed most remarkable magnifying powers. He is above reproach, and we do not comprehend the mistake.

Our fair correspondent did not intend to allude to the Boston Normal School, and for her sake, as well as for the sake of those who are justly aggrieved at the unfortunate statement, we hope that our readers will notice the correction.

ROLL OF HONOR,—State Normal School, Westfield, Mass. Calvin W. Pool, Rockport, Mass.

TEACHING ARITHMETIC.

"GOING through" Greenleaf, Eaton, or any other text-book on arithmetic, is not necessarily knowing much about the subject. Indeed, it is astonishing with what facility scholars will "go through" a book without knowing much of anything about its contents. We once received a scholar who said she had been through the Rule of Three, but who could not write "one million" on her slate, subtract thirty from one thousand, or perform a simple example in Reduction. We once took a class that had been through Cube Root, but only a small minority could pass even a decent examination upon the rules back to Reduction. They had only been "going through;" they had learned very little of the art, and nothing at all of the science, of arithmetic. If they had ever known anything of the subject, they had forgotten it for the want of principles and suitable practice.

How do *you* teach arithmetic? we can almost hear some devotee of the "going through" system demand. We hardly know. We do it as we catch mosquitoes — any way we can. If we cannot do it by a direct advance, we make a flank movement. When the teacher has come to the conclusion that "going through" is not necessarily a knowledge of arithmetic, the most important point in the race has been reached. To know that the work is not done will be a sufficient inspiration to the intelligent and faithful teacher to stimulate the production of all needful methods of accomplishing it.

Scholars, without any intention of deceiving the "powers that be," put their heads together over the difficult examples. Older brothers and sisters give very injudicious assistance. The direction to "multiply by two," "divide by six," "add them," or "subtract one from the other," is destructive to all independent thought. A single glance at the work of another scholar may supply the key to the riddle.

Test questions, made upon the spot, or taken from books to which the scholars do not have access, and performed under the eye of the teacher, furnish the only satisfactory evidence of the pupil's knowledge. These examples should be illustrations of all the rules which the class has been over. If the scholars are permitted to look upon the slates of others, of course the plan must be a failure. As a still better test, we suggest the following method: Let the teacher, for a class of thirty, write thirty examples, each upon a separate piece of paper. These questions may be taken from books not in use among the scholars, or be made for the purpose. They may embrace all the different rules with which the scholar is supposed to be familiar, including all the reasonable difficulties that are found in ordinary practice. Then give each scholar a paper, and, as no two will be engaged upon the same operation, there is no possible chance for collusion. We have tried this plan, and when the class get eighty per cent. of correct answers, we are pretty well satisfied with the result, and we feel a reasonable assurance that our scholars know what they are about. Of course, this set of examples may be passed around until each pupil has solved the whole thirty.

The Yankees are a calculating people, and the subject of arithmetic is one of great importance. The teacher who relies solely upon his text-books for results will be disappointed. He must use other books, and not a little strategy.

EDUCATIONAL MEETINGS.

MEETINGS for discussion of topics relating to teaching, are held at Educational Room, No. 119 Washington Street, on the *first* and *third* Saturdays of each month, commencing at 2½ o'clock and closing at 4, P. M.

May 2. — Mr. Brigham of Auburndale, presiding.

The topic, "What may properly be considered over-working Scholars," was opened by Mr. Adams of Newton, by asking the question, "Are scholars over-worked?" He thought the charge was not just. Their minds may be crowded and overtasked to prepare for an exhibition, or by teachers who have specialities, but with our present system of education there is but little cause for such complaints.

Mr. Philbrick believed the standard of education was not too high; it was not those who advanced most rapidly that were injured, but those who were kept too constantly at hard work without recreation. He thought the question an important one to be considered at the present time.

Messrs. Pillsbury of Reading, Knapp of Somerville, Slafter of Dedham, Hoitt of Marlboro', and De Munn of Providence, R. I., followed, each expressing very decidedly the opinion that many children are overtasked, not because the standard of education is too high, but by attempting to educate too fast.

May 16. — Mr. Patten of Dedham in the chair.

Mr. Pillsbury of Reading was chosen chairman of the next meeting.

Question: "With the present standard of Education, to what age should the school period be extended?"

Mr. Pillsbury: The time may not be extended if the pupils are incited to more love for their work.

Mr. Slafter, Dedham: Pupils are required to do too much which they cannot comprehend; therefore, they should remain in school till their minds are somewhat matured.

Mr. Adams, Newton: The school period should be extended not only for the branches now required, but for more discipline of mind.

Mr. Hagar, Jamaica Plain: Teachers should do all in their power to influence pupils to remain in school longer.

Mr. Kimball of Dedham made a strong argument, drawn from his experience, in favor of the school period being extended.

Prof. Crosby, Salem: Perhaps twenty-two years may be put down as the average age of graduating. Sometimes one year's study will double all former acquisitions.

Mr. Russell: The present duration of the school period is sufficient, but it does not come at the *right* period.

Mr. Payne of Worcester, thought that the majority of scholars leave school before they are half qualified for the problems of life.

Subject for next meeting: "Best means for inciting in pupils a proper love for study."

SEC.

EDUCATION does not create mind, but will elicit and bring it out. It will do more — it will refine, correct, enlarge and improve.

LITERARY CURIOSITY.

WE copy from the *Connecticut School Journal* the following piece of poetry, which was written during the Revolutionary war, reprinted in Boston and New York, and freely circulated by the English, who for considerable time did not find out the peculiarity of the poem. It depreciates the Revolutionary cause if read in the common way; and praises the same if the first or second halves of the lines are read separately. We are told that in the Boston edition the dividing commas in the lines were placed in a perpendicular line, where the paper was folded one way or the other, so as to represent the lines divided or whole:

Hark! hark! the trumpets sound,	the din of war's alarms,
O'er seas and solid ground,	doth call us all to arms.
Who for King George doth stand,	their honors soon will shine;
Their ruin is at hand,	who with the Congress join.
The acts of Parliament,	in them I much delight;
I hate their cursed intent,	who for the Congress fight.
The Tories of the day,	they are my daily toast;
They soon will sneak away,	who independence boast.
Who non-resistance hold,	they have my hand and heart;
May they for slaves be sold,	who act a Whiggish part.
On Mansfield, North, and Bute,	may daily blessings pour;
Confusion and dispute,	on Congress evermore.
To North, that British Lord,	may honor still be done;
I wish a block and cord,	to General Washington.

PENMANSHIP.*

BY PAYSON, DUNTON, AND SCRIBNER.

IN accordance with the request of the Editor, we feel much pleasure in presenting a brief article on methods of instruction, in which we believe it will be found that this branch of the teacher's work has been reduced to a system, so that, by means of the aids we have prepared, he may, though a poor penman himself, be able to teach his pupils to write a really good, business hand.

Penmanship requires two distinct acquirements,—first, a thorough mental conception of the *form* to be written; secondly, the ability to *execute* that form rapidly and correctly.

Universal experience shows that it is not enough to place perfect forms before our pupils and to bid them imitate them. Line after line written on this plan, each succeeding one as a general thing *worse* than the preceding, with the same fault again and again repeated, enforces the conviction that this method, still unfortunately too prevalent because many teachers know no other, and no book has

* The substance of this article may be found more fully exhibited in the "*Theory and Art of Penmanship*." A Manual for Teachers, containing a full statement of Payson, Dunton, & Scribner's Method of Teaching.

shown them a better, is a complete failure. How then must we proceed to teach our pupils the forms of the letters?

Each letter is a compound form; we must analyze it. Analysis is of two kinds, purely scientific for mere knowing, or scientific in a lower sense to subserve art or practical use. Since penmanship is a humble sister of the fine arts, it is evident that our analysis should be of the latter kind. We must regard the letters not as forms merely, but as forms to be executed by appropriate *movements*. The same form if in a different position inverted and reversed, for instance, as the first part of *n* and the last part of *u*, will evidently require a different movement to execute it, and must therefore be distinguished as a separate principle in the two cases.

If, now, we examine the twenty-six small letters, according to the above law, we find that there are but six principles or forms common to them. By the union or connection of these six principles, with the help of a few anomalous forms, such as the dot of *v*, *w*, the top of *r*, the lower loop of *f*, etc., every letter can be made. These six principles may be seen on the accompanying Plate, under the heads of "Combination of Elements" and "Principles of Small Letters." The separation of the letters into their principles, we term *primary analysis*.

On further examination we find that these principles are themselves compound forms. To enable our pupils to conceive their forms more accurately, we analyze again. Taking the first principle we find an absolutely straight line, beginning at the top of the principle, written downwards with a certain slope, we use 50° from the base line, and extending through three-fourths of the vertical height of the principle, or, as we term it, of one space — this is the *main line*. On the right side we find, through the same three-fourths, a curve written upwards with increased slope, we use 40° , — this is a *connecting line*, being evidently used to connect the previous main line with any main line which may follow. Since the turn is the main difficulty with which our pupils have to contend, we treat it as a separate element, used to connect the main line on one side and the connecting line on the other. It is the lower curve of an oval, modified in form and as to the slant of its respective sides to suit the requirements of its position. Analyzing the six principles in this way, we find *five elements*, the four latter of which in their original form constitute the oval, the first being the straight line. This separation of the principles into elements, we term *secondary analysis*.

A word of explanation as to the fourth principle may be needed. The oval is written on the main slope, its top is carried out horizontally in a straight line to meet the right side, carried up in a straight line on the main slope from the middle of the space.

The three principles of the capitals at the bottom of the plate, viz.: the capital-stem, the direct oval, and the inverted oval, speak for themselves. We think the manner in which we have shown their derivation from the oval will gratify teachers by its originality, beauty, simplicity, and evident truth, no less than by its practical utility in enabling their pupils to conceive the forms more accurately.

OF 100 parts into which the surface of the earth can be divided, Europe contains 7; Africa, 21; Continental Asia, 33; New Holland, etc., 8; South America, 15; North America, 16.

"METHODS OF TEACHING TO READ."

AGAIN, under the above head, there is an article in the March *Teacher*, in which the method of teaching to read by *word*, before the individual letters composing the word are learned, is suggested. I would not be thought to dissent from the views therein expressed, while I relate one or two incidents connected with this mode of teaching. By way of experiment, my Mary was taught by this method. In time she became quite flippant in reading; but as she did not stop to analyze the syllables of long words, but took the entire word at one leap, she often made amusing mistakes. When reading with the family, not long since, she came to the passage, "Now an omer is the tenth part of an epha;" which she promptly read, "Now an omer is the tenth part of an elephant." A few mornings after, she called the cunning workman *Bezaleel*, *Beelzebub*. Other specimens might be added.

Yours,

OLD SCHOOL COMMITTEE.

Southfield (New Marlboro'), April 27, 1863.

ESSEX COUNTY TEACHERS' ASSOCIATION.

THE Sixty-sixth Semi-annual Meeting of this Association was held on Friday and Saturday last, at Haverhill, in the spacious and beautiful Hall recently erected by the town. The meeting was well attended, though not as largely as some of the previous meetings; but it was one of the most spirited, interesting, and profitable meetings that have been held by the Association. Friday forenoon, Henry Moor, of Lynn, read an Essay on *Æsthetic Culture*. In the afternoon, Ephraim Flint, the new Principal of the Lynn High School, gave a practical Teaching Lesson in Arithmetic. This was followed by two Essays on the question, "Why does Study so commonly terminate with the School Period, and what can be done to prevent this?" by Misses Anna M. Brown and Louisa M. Thurston, of Lynn; and by a Lecture on Spelling, by Abner J. Phipps, the able and zealous Superintendent of Schools in New Bedford, who attended the meeting as a Delegate from the State Board of Education.

The evening was chiefly occupied by a Lecture on Object Teaching, by Prof. John P. Marshall of Tufts' College, and a discussion of the subject by others.

Saturday forenoon, a third Essay was read on the question above mentioned, by Miss Josephine A. Ellery, of Gloucester; and an Essay by Miss Caroline J. Cole, of Salem, was read, on the question, "How shall the Study of Geography be rendered more interesting to beginners?"

The uniform excellence and acceptableness of so numerous a series of exercises was quite remarkable; and the interstices of time were filled by a greater earnestness and persistency of discussion than have always characterized the meetings of the Association. Among those who took part in this, were Father Greenleaf, who, with Hon. John Batchelder of Lynn, represented the founders of the Society, Rev. Mr. Steers of Haverhill, and Messrs. Boltwood and Walton of Lawrence, Flint and Moor of Lynn, Boynton and Currier of Amesbury, Crosby of Salem, and Vaill of Gloucester.

The following officers were chosen for the ensuing year: Alpheus Crosby, Salem, President; George A. Walton, Lawrence, Vice President; Nathaniel Hills, Danvers, Recording Secretary; Timothy G. Senter, Lynn, Corresponding Secretary; Elmer Valentine, Salem, Treasurer; H. Moor of Lynn, E. H. Hammond of Haverhill, W. K. Vaill of Gloucester, W. C. Tood of Newburyport, H. L. Boltwood of Lawrence, S. Peabody of Newburyport, and T. H. Barnes of Salem, Councillors.—*Salem paper.*

EDUCATIONAL JOURNALS.

THE following is an abstract of an address before the Vermont State Teachers' Association, Jan. 8, 1863, by Charles Northend, editor of the Connecticut *Common School Journal*, and Assistant State Superintendent of Schools:

"The year 1848 marks a new era in educational periodicals. At the annual meeting of the Massachusetts Teachers' Association the subject of starting a new educational periodical was freely discussed, and while all admitted that much good had been accomplished by those already named, it was still felt that the time had arrived for starting a journal of a more professional character—one which should enlist the sympathies of the teachers, and call from them articles of a more practical bearing. The discussion resulted in the appointment of a committee of twelve teachers, who were to constitute a board of editors—four of the number to act as general managers and resident editors. These were Thomas Sherwin, of the Boston High School, John D. Philbrick and Samuel Bates, then both teachers in Boston, and one other from a neighboring town. This sub-committee took charge of the new journal, arranged for its publication, made appeals to teachers for subscriptions, and to make the expense as little as possible, they attended to the mailing of the several numbers—and yet, with the most rigid economy, the expenses of the work exceeded the income to the amount of about \$150 the first year. It entered upon its second year with more encouraging prospects, and has continued to exist, and to breathe a life-giving influence until the present day.

"The plan inaugurated by Massachusetts was imitated by other States in the following order:

"*New York Teacher*, January, 1851. *Pennsylvania School Journal*, July, 1852. *Ohio Journal of Education*, now *Educational Monthly*, January, 1852. *Connecticut Common School Journal*, January, 1853. *Michigan Journal of Education*, January, 1854; died recently of neglect and starvation. *Rhode Island Schoolmaster*, March, 1855. *Indiana School Journal*, January, 1856. *Wisconsin Journal of Education*, July, 1856; discontinued at the close of 1862, for want of support. *New Hampshire Journal of Education*, January, 1857. *Illinois Teacher*, January, 1858. *Maine Teacher*, June, 1858. *Missouri Educator*, May, 1858. *North Carolina Journal of Education*, January, 1858. The last two died of the rebellion fever, at the early age of two years and eight months. May they rise again to a higher and better life. *Vermont School Journal*, April, 1859. *Iowa Instructor*, October, 1859. *Educational Monthly*, Louisville, Ky., November, 1859.

Died in infancy. *Southern Teacher*, Ala., August, 1859. Killed by slavery and rebellion, at the tender age of one year and eight months. Its last numbers were filled with sermons advocating slavery. *Iowa School Journal*, January, 1860. Of these nineteen journals, fifteen were started and supported in States that were thoroughly loyal, and thirteen of these still survive, while not a single educational periodical now exists within the so-called Confederate States of America. They have gone to their proper place.

INTELLIGENCE.

PERSONAL.

Rev. Charles Hammond, Principal of Lawrence Academy, Groton, has been re-appointed to his former charge at Monson Academy, where he was Principal ten years. He resumes his duties at that institution at the beginning of the fall term. The citizens of Monson have lately raised, by subscription, \$10,000, as an addition to the permanent funds of the Academy in that place. The Trustees have authorized the expenditure of \$5000 the coming season in improvements of the building and grounds. A large parte of this latter sum has been raised by the Alumni of the Academy not residents of Monson.

Truman Henry Safford, known while a boy by the exhibition of what may be termed intuitive computing powers of a very extraordinary character, has been appointed assistant professor of astronomy at Harvard University.

The poet *Longfellow* has a son who holds a commission as 2d Lieutenant in the 1st Massachusetts Cavalry. He enlisted as a private in McCartney's Battery of Massachusetts Artillery, and his commission in the cavalry was conferred upon him, solicited on account of his known superior horsemanship.

Prof. Edward Hitchcock, Jr., son of Ex-President Hitchcock of Amherst College, has been appointed a corresponding member of the Imperial Geographical Society of Vienna.

EDUCATIONAL INTELLIGENCE.

Boston. The Sixth Semi-annual report of the Superintendent of Public Schools of the city of Boston, and a Report of a Special Committee on the *Course of Instruction* for the different grades in the Primary Schools, have been received, and are very valuable educational documents. The report represents the Schools of Boston in a highly gratifying condition. We regret that our limited space forbids the insertion of some parts of this report. We hope to present in a future number of the *Teacher* the course of instruction adopted for Primary Schools in Boston in full. It promises great good in that grade of schools.

Maine. We have received and read with great satisfaction the Ninth Annual Report of the State Superintendent of Common Schools of Maine, for 1862, by

Hon. E. P. Weston. It opens with some cheering statements of the success of the Public Schools, during the past year, in which the nation has been engaged in suppressing a gigantic rebellion. The Superintendent says "on the whole but little disturbance has been observed from this source among the Common Schools."

Maine is obviously progressing steadily to a high rank in her educational position. The spirit of her people is eminently progressive. The majority of the school-houses are not what they should be, and the Superintendent brings the testimony of the committees of towns to bear upon this subject with good effect, and we trust that it may result in great improvement.

The suggestions on the relations of parents to the schools are wisely pertinent. The evil of irregular attendance is forcibly presented. The incompetency of teachers and committees is presented as an evil which should speedily be remedied. The Report urges the establishment of one or more Normal Schools for the State. We earnestly hope this recommendation will be adopted. A valuable paper on English Pronunciation accompanies the Report, and must be instrumental in great good to the teachers of the State.

We are glad to know that Hon. E. P. Weston has been re-appointed Superintendent of the State for the next term of three years. This report shows conclusively that he understands the system and its wants in Maine. Mr. W. was for a long time a faithful practical teacher.

Waltham. The people of this enterprising town have voted to build a new High School House, to cost \$11,000. In times like the present, such acts speak well for the educational interests of the Commonwealth.

Turkey. The *Star of the East*, a journal published at Constantinople, affords the following particulars of the Christian Schools in the Turkish Empire. These are derived, according to that journal, from the bureau of the Ministry of Public Instruction in Turkey:

At Constantinople and in the environs: schools, 144; professors, 472; pupils of both sexes, 16,217. Subjects of instruction: general history, sacred history, philosophy, the catechism, grammar, mythology, geography, arithmetic, geometry, physics, theology, ethics, calligraphy; of languages, the Greek, French, Turkish, Latin, etc.

In Roumelia and the Isles of the Archipelago: schools, 1692; professors, 1747; pupils of both sexes, 87,231. Subjects of instruction: the Greek and Bulgarian languages, and in certain schools arithmetic, geometry, geography, history, calligraphy, and the French and German languages.

In Anatolia and Arabia: schools, 726; professors, 903; pupils of both sexes, 34,959. Subjects of instruction: the Gospel and the Psalms; of languages, the Arabic, Turkish, Chaldaic, Syriac, Greek, and Armenian; history, geography, music, and manual labor. Total: schools, 1562; professors, 3122; pupils (both sexes included), 138,387.

In Constantinople itself, and in the suburbs, there are counted 127 schools, of which 77 are Greek, with 6477 pupils; 37 Armenian, 6528 pupils; 5 Protestant, 82 pupils; and 8 Catholic, 509 pupils. The Greek schools are divided into two categories, 45 inferior or "allelodidactic," so termed from the system of mutual instruction adopted in them; and 25 Hellenic schools or gymnasia, in which the principal subject of instruction is the Greek language.

Connecticut. We had the pleasure a few days since of listening to an excellent and practical address, by Hon. D. N. Camp, Superintendent of Schools in Connecticut, giving most encouraging proofs of the great progress in education in that State during the last ten years. Some of the statistics given in this lecture we insert, confident that they will interest our readers. We congratulate the friends of public schools in Connecticut on these cheering signs of advancement, as well as on the quiet but judicious and efficient "administration" of the State Educational Department, which has exerted an important influence in achieving these happy results.

The number of schoolhouses, reported in good condition, was, in 1852, 240; in 1862, 1341. Number condemned by school visitors in 1852, 420. Number of permanent teachers in 1852, 270; in 1862, 750. Yearly length of schools in 1852, 28½ weeks; in 1862, 35 weeks.

In 1852 a property tax was laid by 3 school societies and 17 districts, amounting to about.....	\$10,000
In 1862 the town school tax amounted to.....	76,000
and the district tax to.....	103,000
Total tax for annual support of schools.....	\$179,000
Income from school fund.....	\$132,000
Income from town department fund.....	45,000
Total from town and State funds.....	\$177,000

Population of State in 1850, 370,000; in 1860, 460,000; an increase of 90,000, or nearly 25 per cent.

Cash value of farms in 1850	\$72,000,000
" " 1860	90,000,000
" of live stock in 1850	7,000,000
" " 1860	11,000,000
Value of market products in 1850	196,000
" " 1860	1,400,000
Manufacturing capital in 1850	23,000,000
" " 1860	45,000,000
Value of manufactured products in 1850	45,000,000
" " " 1860	83,000,000
Whole value of real & personal property was, in 1850	155,000,000
" " " " " 1860	444,000,000

or an increase of 185 per cent.

The population of the State has never increased so rapidly at any other time, as in the time when there was the greatest expenditure for common schools. The same is true of the increase in the value of property.

The town of Holyoke has just finished two spacious and admirably arranged school-houses costing about \$14,000. The one erected for the High School, in its architectural beauty and internal arrangements, is superior to any other in the Connecticut valley.

BOOK NOTICES.

A COMPREHENSIVE GRAMMAR OF THE ENGLISH LANGUAGE. For the use of Schools. By SIMON KERL, A. M. Published by Blakeman & Mason, New York. 1863. pp. 374.

The author of this book has evidently just claim for much originality in the *arrangement* of the *matter*, which is a very noticeable feature of the work. By the plan presented, each section bears its own fruit and will be, if learned, of permanent value, if no further progress is made. In other words, he makes practical application of the principles, and illustrates them as soon as any statement or definition is given to the pupil.

Parsing and analysis has been stripped of much of the machinery generally in use in our schools, and yet is very fully treated. Abridgment seems to have been one of the objects of the author. In many points we think he has been very successful in his attempt to simplify.

The book comprises a Primary and Higher Grammar. In Part First the language is built up by the synthetic method from the alphabet to analysis; in Part Second from pronunciation to versification. The Higher Department of this treatise is very full in examples of construction,—involving all the principles of the language sanctioned by good usage.

In fine, it is a truly comprehensive work, and one which we can cheerfully recommend to teachers for examination. It will do them good.

It is difficult to test the real value of a book of this kind without using it in school. Will not some of our grammatical teachers favor us with their opinion of it as a *class text-book*? For convenience Part First is bound separately for use in Elementary Schools.

INTRODUCTORY COURSE OF NATURAL PHILOSOPHY. For the use of Schools and Academies. Edited from Ganot's Popular Physics, by WM. G. PECK, A. M., Professor of Mathematics and Astronomy, Columbia College. New York: Published by A. S. Barnes & Burr. 1862. pp. 504.

This valuable treatise presents in a scientific and yet practical form, the elementary principles of Mechanics, of Solids and Liquids, Gasses and Vapors, Acoustics, Heat, Optics, Magnetism, Statical Electricity, Dynamical Electricity, Electro Magnetism, and a chapter on the Application of Principles to Machines. A prominent educator, in whose judgment we put great confidence, pronounces it one of the very best works of the kind ever introduced into our American schools.

The world-wide reputation of Mr. Ganot's popular treatises on scientific subjects, would at once inspire confidence in this work, and he seems to have been fortunate in his American editor, who has shown good judgment in the arrangement and plan of the book.

It is beautifully illustrated and admirably adapted to convey to the mind of the pupil correct conceptions of the principles presented.

STUDENT AND SCHOOLMATE: A Reader for Schools and Families. WM. T. ADAMS (Oliver Optic) Editor. Published by Galen James & Co., 15 Cornhill, Boston.

The more we see and know of this journal the better we like it. It does our boys and girls good,—entertaining, and, at the same time, teaching them valuable lessons of wisdom.

CLARK'S SCHOOL VISITOR. Vol. VII, 1863. A Day School Monthly. Published by J. W. Daughaday, Philadelphia, at 50 cents a year.

This lively monthly is filled with choice original reading, admirably adapted to benefit and bless the young. We gladly recommend it to teachers as a monthly which they might safely place before their pupils.

THE SCIENTIFIC AMERICAN is devoted to the interests of Popular Science, the Mechanic Arts, Manufactures, Inventions, Agriculture, Commerce, and the Industrial pursuits generally, and is valuable and instructive not only in the workshop and manufactory, but also in the household, the library, and the reading-room.

The SCIENTIFIC AMERICAN has the reputation, at home and abroad, of being the best weekly journal devoted to mechanical and industrial pursuits now published; and the proprietors are determined to keep up the reputation they have earned during the eighteen years they have been connected with its publication.

THE ATLANTIC FOR MAY is received. Contents are: Charles Lamb's Uncollected Writings; Dark Days; After "Taps;" The Human Wheel, its Spokes and Felloes; Paul Blecker; Up the Thames; The Fern Forests of the Carboniferous Period; To E. W.; Gala-Days; Give; Only an Irish Girl; Shall we Compromise?

FIRST READING BOOK: In Easy and Familiar Words. Designed to accompany the Phonic Reading Cards. By E. A. Sheldon, Superintendent of Public Schools, Oswego, N. Y., author of "Lessons on Objects," etc. Charles Scribner, New York. 1863. pp. 72.

This is an exceedingly attractive little book for young children just commencing to read simple words. The illustrations are strikingly beautiful for a school textbook.

The book is divided into twenty-five lessons, which are arranged with reference to the method of teaching reading laid down on the Phonic Reading Cards. The plan is one well calculated to accomplish the work designed with ease and rapidity.

THE RUDIMENTS OF WRITTEN ARITHMETIC: Containing Slate and Blackboard Exercises for Beginners, and designed for Graded Schools. By Horatio N. Robinson, LL. D., author of a Complete Series of Arithmetics and Higher Mathematics. Ivison, Phinney & Company, New York. 1863. pp. 192.

This book was prepared to meet a want felt in the graded schools of large cities, where a large number of pupils can remain in school but a short time and must commence young in order to attain even a limited knowledge of arithmetic.

The principles are illustrated by well chosen practical examples, and the book can hardly fail of being adapted to the wants of those for whom it was designed.

All difficult questions and special applications of the fundamental rules have been wisely omitted, and plain and practical examples only are furnished. The book would extend the knowledge of the pupil to the computation of per centage and simple interest.

THE LECTURES delivered before the American Institute of Instruction, including Journal of proceedings, and List of Officers. Ticknor & Fields. 1863.

The friends of education will welcome this annual volume to their educational libraries. It contains the opinions of the best educators of the present day on many of the vital questions of instruction, and should be in the hands of every professional teacher.